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ABSTRACT

The Center for Learning and Development (CLD) at McGill University offers services and support to faculty in matters of course design, development, and evaluation. It serves as a resource center providing literature, consultations, and workshops on new developments in educational theory. CLD members research contemporary issues in education, and they serve as liaison agents to universities doing similar research. This annual report summarizes the research, publications, course designs, workshops, and special projects that were undertaken by the CLD during the 1974-75 school year. (EMH)

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ED115280

ANNUAL REPORT
1974-1975

CENTRE FOR LEARNING AND DEVELOPMENT

MCGILL UNIVERSITY

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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HIGHLIGHTS 1974-75

- The CLD staff consulted with faculty members in thirty-four different Departments on a wide range of topics and involving a varying number of meetings.

- Twelve workshops and seminars were conducted by CLD in six different Departments or Faculties.

- Seventeen modularized university courses and one non-modularized course underwent formative evaluation.

- Progress was made toward the establishment of a comprehensive course evaluation system at McGill. A sizeable number of faculty members consulted with the Centre on matters of course evaluation and utilized the CLD course questionnaire item bank.

- Several units were prepared and tested for a self-instructional "course" in teaching and learning. Thirty teaching assistants participated (as students) in the course during the year.

- The staff was involved in other Educational Development activities including active membership on several standing committees. It was instrumental in planning the new Instructional Development Service Project.

- Dissemination activities included publishing six issues of the newsletter Learning and Development.

- Staff members taught a total of seventeen courses in the Faculties of Education and Social Work.

- Members of the Centre continued to conduct research with emphasis on the terminal year of the FCAC project in Individualizing Instruction.

- Professional activities included membership in a total of twenty-three organizations, attendance and participation in twenty-five professional conferences, and publication and presentation of thirty-two articles, papers and books.

The Centre's general goals are:

*To offer services and support to faculty in matters of course design, development, and evaluation, and to serve as a resource centre, providing literature, workshops, and individual and group consultation to interested faculty members.

*To seek out and introduce to the campus new developments in educational theory and method, and to investigate their feasibility and usefulness at the University.

*To conduct research relevant to learning and development.

*To support the scholarly activities of its members.

*To support its members' involvement with the teaching process at all levels and other activities as university academics.

*To interact with other universities on matters of educational innovation, presenting McGill's activities and becoming knowledgeable about similar efforts on other campuses.

The People at CLD

The Centre has a core professional (academic) staff and a small support staff. In addition there are part-time research assistants and graduate students, mostly supported by research grants or special project funds. Professional staff for 1974-75 consisted of:

George L. Geis, the director of the CLD since 1973, received his doctorate in Psychology (Columbia University) in 1965. He has had extensive experience in designing, developing, and evaluating self-instructional systems in higher education at Hamilton College (New York), the University of Michigan and McGill, and has published about two dozen papers in the area. He is an Associate Professor of Education. Besides formal teaching experiences (Introductory Psychology, Psycholinguistics, Instructional Design, Behavior Modification) he has conducted many workshops for college faculty on various aspects of instructional design, learning, and teaching. He is a past president of the National Society for Programmed Instruction (now the National Society for Performance and Instruction).

Charles E. Pascal received his doctorate in Psychology and Education (1969) and his M.A. in Psychology from the University of Michigan. At Michigan he worked at the Center for Research on Learning and Teaching doing both research and consultation. Dr. Pascal has been with the Centre for Learning and Development since its inception in 1969 and currently has an affiliation with the Department of Psychology and an appointment as Associate Professor in the Faculty of Education. His current research and teaching interests include: (1) adapting instruction to individual differences of students, (2) development and evaluation of instructional systems, and (3) behaviour modification. He has produced more than fifty articles, papers, presentations, and books on these topics. Dr. Pascal serves on the Board of Directors of several Montreal organizations including the MacKay Centre for Deaf and Crippled Children and the Society for Emotionally Disturbed Children.

Bruce M. Shore received his Ph.D. in Educational Psychology from the University of Calgary in 1971. He had previously worked for two years as a high school mathematics teacher, and was active in teachers' professional and syndical affairs. He is now Associate Professor of Education in the Centre for Learning and Development and two Departments

in the Faculty of Education, Methods of Research in Education and Educational Psychology and Sociology. His major activities at McGill have included participating in the further development of graduate programs in Educational Psychology, where he has also done most of his formal teaching and supervising; research and development work, including consulting with colleagues, mostly in the development and dissemination of educational practice; and development of programs for teachers of gifted children. His work has resulted in more than fifty publications and presentations. He is the Vice-President and Annual Meeting Program Committee Chairman of the Canadian Educational Researchers Association. He is also Chairman of the Teaching Effectiveness Sub-Committee (Committee on Internal Relations) of the Canadian Association of University Teachers.

Janet G. Donald received her Ph.D. in Educational Theory (major in Psychology and minors in Sociology and Curriculum Development) from the University of Toronto in 1968. Her professional experience includes research into cognitive processes at the University of Western Ontario, educational research for the Toronto Board of Education, lecturing at the Ontario College of Education (Educational Psychology), research in computer applications to education at the Ontario Institute for Studies in Education, consulting for the Protestant School Board of Greater Montreal (in special education, testing, and research), and teaching and coordinating the Department of Psychology at Vanier College (CEGEP). Her special interests include research and development in the area of higher mental learning, individualized instruction, and instructional techniques. She is an Assistant Professor in Education, as well as a member of the Centre, working particularly in the CEGEP teachers' program and in the evaluation of innovative projects.

Glenn F. Cartwright, at present Assistant Professor in the Department of Educational Psychology, joined CLD in a joint appointment in 1974. Dr. Cartwright received his Ph.D. in Educational Psychology from the University of Alberta. His special interest is in Computer-Assisted Instruction which he continues to work on at the Centre. He is also interested in questions of instructional design, educational media, and personality as it affects learning and teaching.

Gilles G. Nadeau spent his sabbatical year with CLD, commencing April, 1974. Dr. Nadeau is an Associate Professor in Educational Psychology, Université de Moncton. During his sabbatical he has been involved in two major activities of

particular interest to the Centre. He has conducted a study of various institutional research centres in the U.S. and Canada, and pursued his interest in evaluation of instruction, offering consultations and workshops for our faculty. He is a French representative on the Board of the Canadian Association of Professors of Education.

Lawrence Shulman joined the CLD staff in 1974. The Centre shared his appointment with the McGill School of Social Work, where he is an Associate Professor. Dr. Shulman has special expertise and interest in small group discussion techniques and in methods of providing university teachers with feedback and guidance aimed at improving their instruction. He has worked with Dr. W. Hillgartner of the Instructional Development Service Project for McGill now directed by Mr. Christopher Daggett. Dr. Shulman has left McGill to accept a position as Professor of Social Work at the University of British Columbia.

Secretaries

Anne Sage	Administrative Secretary	
Linda Fitzhugh	Publications Secretary	
Gayle Lewis	Research Secretary	
Lois Dubin	Secretary	Left during 1974-75 or temporary
Nora Angeles	Secretary	
Mercedes Auguste	Secretary	

Librarian

William Mucikowsky

Research Assistants

Florence Brown

Joetta Browns

Rosemary O'Shaughnessy

Paul Schnall

Research Assistant: Course Evaluation Project

Elizabeth Ritchie

Research Assistants: Modular Instruction Project

Sheila Shulman — Coordinator

Anne Dychtenberg — (Coordinator until Fall 1974)

Joyce Isbitsky

Research Assistants: Teaching Assistants Project

André Levy

Helen Levy

Judy Mueller

Graduate Students

Sharon Dauphinee (Diploma in Physical Therapy, B.PT., B.Sc. in PT, Diploma in Education, McGill) - M.Sc. in Physical Therapy

André Levy (B.Sc., McGill) - M.A. in Educational Psychology

Rosemary O'Shaughnessy (B.A., Sir George Williams, Diplomas in Education and Special Education, McGill) - M.A. in Educational Psychology

Malcolm Rose (B.A., McGill) - M.A. in Educational Psychology

Ron Smith (B.A., Loyola; B.Ed., University of Toronto; M.Sc., University of Toronto) - Mathematics, Loyola.

Felicity Tallboy (B.A., Diploma in Education, M.A., McGill) - preparing Ph.D. proposal in Educational Psychology

Dorothy Thomas (B.Sc. in P&OT, Diploma in Education, McGill) - M.Sc. in Physical Therapy

Martynas Yčas (B.A., Berkeley; M.A., McGill) - Ph.D. in Psychology*

David Zussman (B.Sc., McGill; M.A., Florida State) - Ph.D. in Psychology*

*Completed Ph.D. programs in May 1975

Major service activities at CLD are in two main categories, continuing activities which remain from previous years, and special projects which are either temporary or new in the past year. Continuing activities are described first, followed by the others.

Continuing Activities

1. Consultations

A major continuing activity of the Centre is consultation with the faculty. These encounters may be as short as a telephone call or stretch on over the year with regular weekly meetings. the content of the consultation similarly covers a wide range: from a request for specific information or help in redesigning an examination to guidance in course revision or advice on carrying out an experimental test of a new teaching method. More than 450 hours of staff time were devoted to consultations with members of the following departments, faculties, or groups:

Agriculture
Biology
Chemical Engineering
Classics
Computing Science
Counselling Service
Counsellor Education
Dentistry
Economics
Education in English
Education in Science and Mathematics
Education in Social Studies
Education in Second Languages
Educational Administration
Educational Psychology and Sociology
Elementary Education
Engineering
Epidemiology
French
German
Law
Library Science
Management
McGill Alumnae
Medicine
Microbiology
Nursing
Pathology
Physiotherapy
Religious Studies
Renewable Resources
Social Foundations of Education
Social Work
Sociology

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2. Library

CLD's small but specialized library continues to offer important services to our staff, other faculty, students and visitors. In addition to maintenance of the library, our part-time librarian engages in activities specifically designed to answer faculty requests such as bibliographic searches for faculty and staff. He also provides a search service for faculty members who are trying to locate audio-visual materials that may be of use in their courses or in instructional materials they are developing. Annually the library acquires about 50 new books; but its main resource consists of pamphlets, newsletters, announcements, etc. which allow the Centre staff to stay current with new ideas and information.

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3. Newsletter

CLD produced six issues of its newsletter, Learning and Development, during 1974-75. It is distributed free to more than 1500 faculty members, administrators and students at McGill. We also have about 500 off-campus paid subscribers.

In addition to the lead article, each newsletter contains short items describing specific innovations taking place on- and off-campus. As in previous years we attempted to bring a variety of topics to the attention of our readers.

Learning and Development, Volume 6

No. 1 The Evaluation of Teaching (Gilles G Nadeau)

No. 2 The Library, the Professor and the Student (Florence Brown, CLD, and Barbara LaChance, McLennan Library)

No. 3 The Advantages of Simulation and Gaming As Instructional Devices; Changing Classroom Transactions (Richard Butt, Faculty of Education)

No. 4 A Promising Innovation: Computer-Assisted Test Construction (Glenn F. Cartwright)

No. 5 Before Instruction: Preparatory Steps and Checks (Janet G. Donald)

No. 6 An Abbreviated 5 Foot Shelf: Selected Books on Learning and Teaching (George L. Geis)

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4. Workshops and Seminars

Members of the CLD staff conduct workshops and seminars for McGill Faculty and others. This year we emphasized seminars tailored to specific requests.

GROUP	TOPIC
At McGill	
CLD/General Campus	CAI at McGill Gaming Seminar Modular Instruction Workshop
Conference of Physiotherapists	Innovative Instructional Methods
Department of Microbiology	Course Evaluation
Faculty of Education	Designing and Evaluating Instruction Workshop on Objectives (3 sessions)
Faculty of Religious Studies	Evaluation
Graduate School of Nursing	Course Evaluation Instructional Objectives

Off-Campus

John Abbott College (CEGEP)	Library Technology
Protestant School Board of Greater Montreal	Evaluation of Student Progress (3 sessions)
Quebec Order of Nurses	Instructional Objectives
Seneca College (Toronto)	Evaluating Your Own Course
York University (Toronto)	Implementing an Instructional Development Program

The Centre for Learning and Development extended an invitation to fifteen members of the McGill faculty and three guests from Concordia University - Sir George Williams campus, to attend a presentation on some new innovations in the field of computer-assisted instruction. Dr. Ed Green, Director of the Department of Instructional Development at Brigham Young University, explained the objectives of his program entitled: "The TICCIT Project: Design Strategy for Education Innovation." He demonstrated by means of transparencies, slides and audio-cassette color-television the educational contributions and courseware design strategies that this project was trying to achieve. Dr. Green was lecturing at Sir George Williams University summer session (1974) and came to McGill as an invited guest.

In the late spring, Professors Don and Judy Smith of the University of Michigan visited McGill for several days. Professors Smith gave a seminar on the Systems Approach to Instructional Development and provided the members of CLD, Instructional Communications Centre, Faculty of Education, and various other faculties, an opportunity to exchange interesting and innovative ideas.

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5. Visitors

Each year CLD hosts many visitors from other campuses and other countries. This year was no exception. A complete record of visitors would be too lengthy for inclusion here. A representative sample includes:

Lise Bergeron	Radio-Canada, Montreal
Alan Blizzard	McMaster University, Hamilton
Jack Blaney	University of British Columbia, Vancouver
L. P. Cousins	Notre Dame University of Nelson
Roy Cox	Western Carolina University, Cullowhee
Guy Gélineau	La Conférence des Recteurs et des Principaux des Universités du Québec, Montréal
Adele Greenfield	Education Consulting Study, Cleveland
Hart Guenther	University of California, Davis Campus
David Humphreys	McMaster University, Hamilton
James Johnson	University of Georgia, Atlanta
June Landsburg	Carleton University, Ottawa
Léon Lanoix	Montreal Urban Community
Jean Maries	Montreal Urban Community
A. L. Martin	St. Sauveur College
Jan Morgan	Carleton University, Ottawa
Jack Parlow	Seneca College, Toronto
Klaus Schwarzkopf	Seneca College, Toronto
Julian Stanley	Johns Hopkins University, Baltimore
Louis Tremblay	St. Lawrence College, Kingston

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6. Educational Development

Over the last five years there has been a slow evolution of what might be called the Educational Development Group at McGill. With increasing campus activity in the area of instructional innovation and course development, coordination of related educational development resources becomes a major concern. Numerous steps have been taken to interface CLD and other educational development activities. The director of the Centre (along with the directors of the Office of Educational Development and the Instructional Communications Centre) is a member of the Senate Standing Committee on Educational Development and of several of its sub-committees. The directors of ICC and CLD are in regular daily contact. Christopher Daggett, who has recently been appointed to direct the new Instructional Development Service Project, regularly attends CLD's staff meetings and seminars. Because of their Centre affiliation or as individuals, CLD members serve on a variety of bodies related to educational development ranging from the Planning Commission to numerous committees in the Faculty of Education.

Increasingly, the Centre has offered itself as an advisory resource to the University on matters involving more than the individual professor's instruction. For example, we have helped to prepare background papers in the Senate Committee on the Campus-Free College and on Pass-Fail Grading.

McGill has become unusually rich in having a diversified set of resources in the area of educational development. The Centre looks forward to the group continuing to take an advisory role in educational planning and development in 1975-76.

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7. Committees

CLD members serve on a wide range of committees on campus (indicated by an *) and off, ranging from departmental to provincial and federal levels.

Dr. Cartwright

Computer Users Committee*

National Research Council, Associate Committee on Instructional Technology, CAI Language Standards Sub-Committee

Dr. Donald

Canadian Education Researchers Association Annual Meeting Program Committee

CEGEP Advisory Committee*

Comité interuniversitaire des Services pédagogiques

Sub-Committee on the Campus-Free College (Senate Committee on Educational Development)*

Dr. Geis

Comité interuniversitaire des Services pédagogiques

Committee on Academic Promotion and Tenure in Service Centres*

Planning Commission*

Senate Committee on Continuing Education*

Senate Standing Committee on Educational Development*

- Grants Sub-Committee
- Sub-Committee on Agenda Topics*
- Sub-Committee on Projects for the McGill Development Program*
- Sub-Committee to prepare a position paper on the Report of the Planning Commission on the Faculty of Education*

Dr. Nadeau

Teaching Effectiveness Sub-Committee (Committee on Internal Relations), Canadian Association of University Teachers

Dr. Pascal

Communication Programme, Advisory Board*

Committee to Advise the Principal on the Appointment of the Dean of Education*

House Committee, Faculty Club*

MacKay Centre for Deaf and Crippled Children, Chairman of Education Committee and member of the Board of Directors

McGill Day Care Centre, Board of Directors*

Ministry of Education of Quebec, Committee on Evaluation

Society of Autistic Children, Board of Directors

Society for Emotionally Disturbed Children, Board of Directors

Dr. Shore

Ad hoc Committee of the Faculty of Graduate Studies and Research to Study the Report of the Commission on the Objectives of University Research (CORU)

Canadian Educational Researchers Association, Vice-President and Chairman of the Annual Meeting Program Committee

Committee to Advise the Principal on the Appointment of the Dean of the Faculty of Graduate Studies and Research

Faculty of Education Committee to Prepare a Comprehensive Reply to the Report of the Planning Commission*

Graduate Faculty Council*

Graduate Studies Committee, Faculty of Education*

President's Task Group to Evaluate the Faculty of Education, University of Calgary

Program Evaluation Sub-Committee (Academic Policies Committee), of the Faculty of Education

Teaching Effectiveness Sub-Committee (Committee on Internal Relations), Canadian Association of University Teachers, Chairman

Dr. Shulman

Faculty Club Council*

Graduate Faculty Committee on the Credit System*

School of Social Work Curriculum Committee*

Senate*

* * * * * * * * * * * * *

8. Reports

Special reports and briefs are frequently prepared by CLD. These are sometimes the result of a request for information by a member of faculty or administrative unit of the University. They are also answers to needs perceived by the Centre for the effective carrying out of its work. The following were among those produced by CLD in the last year:

Modular Instruction Evaluation Report
by J. G. Donald and A. Dychtenberg

This report summarizes the first year of CLD's activities in the formative evaluation of modularized courses at McGill. The project is described in more detail on page 27 .

Proposal for a Unit on Course Evaluation and Improvement
by G. G. Nadeau and G. L. Geis

This report proposed and outlined CLD support of course evaluation by McGill instructors, including suggested activities, budget and staff. It was submitted to the Office of Educational Development. For more details on CLD's progress with regard to course evaluation, see page 20 .

Report on Factors to be Considered and Alternative Plans for Campus-Free Learning Programs
by J. G. Donald

This report was prepared for the Sub-Committee to Study the Concept of the Campus-Free College, McGill University Senate Committee on Educational Development, September 1974.

Reports for Other Agencies

Members of CLD have also been active in the preparation of reports for other parts of the University and elsewhere. For example, Dr. Nadeau presented briefs to the Maritime Higher Education Commission Committee studying Francophone higher education and to the Université de Moncton Study Committee on the Status of French, as well as a proposal on school teacher evaluation to the Université de Moncton and the New Brunswick Department of Education. Dr. Shore was a co-author of the Comprehensive Reply of the Faculty of Education to the Report of the Planning Commission.

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9. Meetings of the Directors of the Pedagogical Services (Comité interuniversitaire des Services Pédagogiques)

Representatives of the four pedagogical services in Quebec universities met monthly during the year to exchange information and to produce a report on pedagogical services in Quebec universities. A report on the organization of the services has been prepared and members of the committee are presently preparing papers on the questions that face pedagogical services.

Members of the committee are:

Janet Donald	McGill University
Marc Gagnon	Université de Montréal
Jean-Guy Meunier	Université du Québec à Montréal
Henri St.-Pierre	Université Laval
Denis Blondin	Researcher, Conférence des Recteurs

Index to Pedagogical Services in Canadian Universities and Colleges
by J. G. Donald, B. M. Shore, and J. Isbitsky

Work on the Index began in Fall 1973. Questionnaires were sent to the senior academic officers of every Canadian university and college. These officers were asked to indicate whether they had a service or an individual charged with carrying out such functions as staff development, workshops on teaching methods and consultations on educational innovations. The first Index, produced in 1975, was sent to all respondents.

A second questionnaire was then sent to the respondents to gather information about the goals and activities of the pedagogical services. This information will appear in the annotated index which will be available late in 1975. The aim of the documents on pedagogical services is to open channels of communication among the people involved in these services in Canada. We hope that this will also be useful to those institutions that are now considering the establishment of centres.

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Special Projects

1. CLD Computerized Course Evaluation Item Bank

In light of growing interest, on our campus and elsewhere, in course evaluation, the Centre set up a major project helped by supplementary funds from the Office of Educational Development to study and develop further course questionnaire materials. The Centre has had a long history of involvement in this area and our staff felt the time was ripe for a sizeable move forward. At the beginning of the academic year a CLD planning meeting set out the mandate for the development of a course evaluation project. We envisioned a comprehensive facility with the following components:

(a) a file of evaluation items,

(b) a diagnostic book or guide which keyed items to needs or deficiencies and to remedial resources,

(c) a computerized system of filing, retrieval and printout and analysis of student feedback questionnaires,

(d) a coordinated set of filed reprints and books on course evaluation,

(e) a set of remedial materials keyed to items and profiles, and

(f) a guide to building a course questionnaire using CLD's computerized system.

Professor Gilles G. Nadeau, on sabbatical from the University of Moncton, was invited to CLD as visiting associate professor. In view of his expertise in the area of evaluation, he was asked to head the project on a supervisory basis for the year while fulfilling his Canada Council research project commitment on institutional research and evaluation practices. The first step in the fall was to pull together existing CLD materials and those produced elsewhere. At the same time CLD instituted a regular consulting service to faculty in matters of course evaluation.

From December 1974 to May 1975 the following work was accomplished, primarily by Mrs. Ritchie and Dr. Nadeau:

Service to McGill Faculty on Course Evaluation

Over 30 requests (involving more than 70 instructors) were responded to; in most cases the response required the preparation of an individually "tailored" questionnaire.

Item File

The original CLD file of 1,000 questionnaire items was increased to over 3,000 items. These items have been classified under twenty major categories. Items have been entered on computer cards and preliminary printouts obtained.

Catalogue of Sample Questionnaires

The Questionnaire Catalogue contained some 50 sample questionnaires which had been used either at McGill or some other institutions. The Catalogue has been increased to about 125 sample questionnaires categorized in 10 major types.

File of Reprints

Our file of 50 reprints of articles concerning course evaluation has been set up during this year. The articles have been categorized under such headings as: Systems, Reliability, Research, Reviews, Administration, and Scoring, etc.

CLD's "Two Foot" Shelf on Course Evaluation

The Centre has acquired a basic library of some 40 books and monographs dealing with course evaluation. They will be available soon to faculty members and students involved in course evaluation activities.

Other Activities

During the year Professor Nadeau prepared two self-instructional modules for the CLD modular course in Teaching. (see page 26). He also gave two seminars at CLD, one for Modular Instruction

evaluators on questionnaire preparation, and one for CLD staff and graduate students on the development of a CLD course evaluation system.

Purdue Cafeteria Course Evaluation System

After much negotiations CLD obtained, for one year, a complete copy of the computerized Purdue Cafeteria Course Questionnaire System. Our plan is to have the Purdue system operational on our campus in early fall 1975 and try it out during the 1975-76 academic year (under Professor Cartwright's direction).

Comments

A complete evaluation system should include instruments for product evaluation, evaluation of teaching for improvement, evaluation of student achievement, evaluation of administrative procedures, and evaluation of innovations, as well as instrumentation for evaluating teaching, research service and administration for purposes of promotion, tenure and assignments of academic personnel.

As well as continued development of our facilities in course questionnaire-based evaluation we see the need for (a) coordination of various evaluation efforts with the Educational Development group and elsewhere, and (b) increased recognition of the need for a multi-faceted evaluation system of which course-questionnaire evaluation is but one facet.

* * * * * * * * * * * * *

2. CLD and the Instructional Development Service Project

For several years CLD and OED have discussed the need for a unit or project specifically directed at offering assistance in matters of classroom, face-to-face teaching. Whereas the Educational Development group has other resources in many areas, there has been no special project on classroom teaching. In the fall of 1974 CLD and the Instructional Communications Centre helped to plan and establish the Instructional Development Service Project. Dr. Lawrence Shulman from CLD and Dr. William Hillgartner from ICC submitted a joint proposal for the project which was funded by the McGill University Development Fund.

The proposal suggested that McGill build upon the positive experience of a special project which the Faculty of Law carried out in 1973-74 by instituting a demonstration program using video-tape feedback coupled with individualized consultation for improving classroom teaching. The Law School project had been carried out by a staff member on loan from the University of Massachusetts' Clinic to Improve University Teaching.

Offices for the new service were established and a Director, Mr. Chris Daggett,was recruited from the University of Massachusetts to institute the program. Dr. Shulman and Dr. Hillgartner served as liaison from their respective units. In addition, Dr. Shulman and Dr. Hillgartner worked with the staff of the Instructional Development Service Project in the development of a category observation system designed for analysis of videotapes of classroom teaching. This system built on earlier work carried out by Dr. Shulman and supported by the Educational Development Fund. An attempt was made to integrate the procedures and techniques developed at the University of Massachusetts with this McGill University innovation.

A program was developed by Dr. Hillgartner providing a record of repeated observations within a class hour. In this way, both the instructor and the teaching improvement specialist from the Instructional Development Service Project can have a precise record of analysis of the classroom interaction unique to that class. Summary data are also provided.

This system was tested and revised with the final version checked for inter-observer reliability. It is now being used to score over twenty-five hours of classroom interaction involving fifteen faculty members. The plan calls for the experimental integration of the use of this system into the ongoing service of the Instructional Development Service Project next year.

Close cooperation between the project and the CLD will continue and more joint activities are foreseen.

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3. Teaching & Learning: An Individualized Course

In early 1974 CLD received seed money from the Office of Educational Development to develop a seminar dealing with the imparting of teaching skills to graduate students. A long-standing interest in such a project at McGill was heightened in 1973 as a result of the proposals recommended by a sub-committee of the Graduate Faculty Council emphasizing the need for more systematic preparation of graduate students for university teaching.

From this original resource seminar on topics related to college and university teaching, the need was established for a parallel approach for students preferring a more self-instructional and individualized experience. Plans were made to develop a Drop-In Resource Centre available to graduate students (and professors), where each student could select topics of concern to him and meet with a resource person to determine how and what would be learned. The project was directed by Dr. Charles Pascal and assisted by Judy Mueller.

Phase I: Development of Modules

During the Spring and Summer of 1974 CLD resource people and graduate students participating in the "resource seminar" developed and prepared several first drafts of the self-instructional packages. Each module was designed to contain a variety of different learning methods and objectives. Points for "course credit" were to be decided by the student and his resource person; a student could receive a notation on his transcript and/or a letter of reference from the CLD after having earned a specified number of points. While other modules were being developed, students interested in topics not yet written were encouraged to develop a "package" of their own cooperatively with a resource person from CLD.

Phase II: Implementation

In late 1974 a temporary Drop-In Centre was established where students could meet with CLD resource people and select materials and back-up resources (e.g. audio-visual material, consultants). Because many of the activities were related to actual teaching, it was felt that the course was most relevant for the graduate student who was currently involved in teaching (e.g., had total responsibility for a course, was a teaching or lab assistant, or was in any situation which required facilitating student learning). In addition to graduate students, a few undergraduates and professors expressing interest in the modules participated.

Thirty students -- undergraduates, graduates and professors -- took part in the course; they represented 16 departments on Campus: Agriculture, Education, Biology, History, Epidemiology, Physical and Occupational Therapy, Management, Sociology, Electrical Engineering, Law, French, Chemistry, Geophysics, Religious Studies, Meteorology, English.

In addition to the individualized self-instructional materials, a series of four seminars was held on group discussion skills, led by Dr. Shulman and attended by nine graduate students and ten professors, and a group tour of the ICC facilities was arranged for people interested in audio-visual instruction. (One of the services provided by the ICC could then be selected to complement an existing teaching situation.)

Communication with the entire group is an obvious difficulty in an individualized course. Therefore a "course" bulletin and memos were sent to keep students informed of special events, films, seminars, etc. In addition, a feedback meeting was held in February, 1975 followed by a formal questionnaire sent to all participants to aid in the improvement of both course management and content.

Phase III: Evaluation -- Revision

In order to systematically measure the effectiveness of the modules, four methods of continuous formative evaluation were incorporated into their design:

(a) pre-and post-tests (comparison of performance on module objectives before and after module),

(b) anecdotal data - (student meetings with CLD resource people),

(c) colleague comments and suggestions, and

(d) evaluation questionnaires.

These evaluation methods have provided data on which to base decisions to be made in the revision of the modules. The systematic evaluation and revision process began in Spring 1975 and will continue throughout the Summer and Fall.

Phase IV: Plans for 1975-76

We plan to continue the individualized program using the revised drafts as well as new modules being developed, and these will be used experimentally during 1975.

Nadeau, G. G. Course Evaluation 36 pp.

Nadeau, G. G. Grading 58 pp.

Pascal, C. E. Designing Individualized and Self-Instructional Materials 38 pp.

Pascal, C. E. Introduction to Basic Principles of Systematic Instruction 11 pp.

Pascal, C. E. and Geis, G. L. Characteristics of Effective Instruction 13 pp.

Pascal, C. E., Nadeau, G. G. and Geis, G. L. Writing Instructional Objectives 37 pp.

Pascal, C. E. and Spiro, H. Student Motivation 35 pp.

Several new learning packages are to be completed this year:

- Computer-Assisted Instruction
- Student Skills
- Lecturing

We will continue to deal both directly with graduate students and with individual departments (on campus) wishing to institute graduate student training programs based on these materials. We plan to reinstitute the original "resource seminar" both for students requesting it and for topics requiring the social facilitation of a group meeting. In the coming year we will also continue formative evaluation of all packages.

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4. Modularized Instruction (MI) Evaluation Project

For the third year the Centre for Learning and Development, in conjunction with the Office of Educational Development, provided formative evaluation of modular courses developed at McGill. A total of seventeen (17) of the current 40-odd modularized courses were provided with these services. The project was directed by Janet Donald and coordinated by Sheila Shulman.

Objectives of the Project:

To provide formative data to professors to aid them in further development of effective modules. This includes assistance to "MI" professors in developing or revising their methods of course operation and evaluation of learning.

To provide, on a pilot basis, an evaluation service, using the team approach, to a limited number of professors of innovative courses which were not necessarily modular.

Formative Evaluation:

Three types of questions have been dealt with in formative evaluation during the last year: problems of course management; effectiveness of teaching materials; and the interface between students and the modular courses. Questions such as the amount of structure in a course, course requirements, student-teacher contact, and course pacing have been studied. Other important questions investigated were those of integration of modular material with conference or lectures and assignments; the relating of course material within different modules of a course; and the provision of objectives or guidelines for the modules.

The evaluation procedure was based on the cooperative team model in which the modular instruction professor, the CLD coordinator, a consultant from the CLD professional staff, and an observer-evaluator who was a student at the University worked together on problem explication, on gathering data about the course, and on a discussion of the results which would lead to course development and improvement.

Innovative Course Evaluation:

As a result of requests from professors who had instituted other innovative methods of teaching in their courses and who wanted an evaluation which would require a team approach

prompted us this year to extend our evaluation service to these innovative courses on a pilot basis. The team evaluation approach was used because we have found that in order to be effective, course evaluation requires the involvement of the professor over a period of time and some form of consultative support. In other words, for a real improvement to be made in a course, a continuing facilitative support system provides the best results. The team model was chosen because it had shown itself capable of supplying the necessary continual support to MI courses and because it could be adapted to evaluations of other types of courses.

New Evaluations:

Twenty-one requests were made by professors for new modular instruction evaluations this year representing a large increase in demand for evaluations. These courses, which were being evaluated for the first time, included courses which used modules in some form or another with the exception of one course which was evaluated to test the team approach in a non-modular innovative teaching situation.

Continuing MI Evaluation:

Because the CLD recognizes the importance of giving consultative support to those professors who have gone through the process of evaluation before and who were now proceeding to develop their courses on the basis of results from the evaluation, a CLD staff consultant and research assistant were made available to work with a few professors for purposes of continuing evaluation. Five such courses were evaluated with the support of the Educational Development Office and the CLD.

Results of the Project:

For each course that was evaluated, a report was prepared describing the course organization and the results and recommendations of the evaluation. These reports are incorporated in the 1974-75 Modular Instruction Evaluation Report which also provides a list of professors participating in the project and their disciplines, and a review of the project itself. We continue to provide aid in the development and further evaluation of these courses.

Plans for 1975-76:

Based on recommendations from this year's evaluations, training sessions for observer-evaluators will be extended to include topics such as measurement and evaluation, observation and interview techniques, and report production.

We also plan to bring together the results of the evaluations for the last three years and to produce a guide for modular instruction from all that has been learned in the evaluation project.

Research

CLD staff members have remained active in their research role. Support for research activities came partly from the FCAC program of the Quebec government: $11,000 as the concluding portion of a four-year grant to study the Individualization of Instruction in Higher Education. In addition, individual faculty members held grants from that same agency, the Department of National Health and Welfare, Canada Council, and a private agency.

An Explanatory Note

Research at CLD is primarily developmental and practical. Elsewhere in this Report, we describe the Centre's efforts to offer services and materials of proven effectiveness to the University community. All members of CLD are active in this kind of "research" work. The research reported below is essentially "personal" research of individual CLD faculty members. Not all of us are able to fit in such activity each year. However, respecting the demands of our other responsibilities, we do our best to keep the gaps between research activity short and to work actively in the various professional areas that parallel our Centre interests. Such activities represent our attempts to retain active academic ties to other parts of the university as well as to the more service-oriented aims of the Centre.

Individualization of Instruction

Dr. Shore and Educational Psychology MA student Rosemary O'Shaughnessy conducted a detailed analysis of interviews with school teachers concerning their prescriptions for what would be appropriate instruction for various individual students in their classes. Data from and about the students were also available, concerning interests and school performance. The results, expected by Autumn 1975, are intended to provide guidelines for individualizing instruction in the way a teacher would do it: i.e., working one-on-one, rather than by following what are thought to be characteristics of the subject matter and students' performance on unit tests. The study is particularly attending to what other information instructors take into account besides scores on tests in deciding what to do next, including the "learning styles" of their students and subject-matter preferences. (A complete report on this project, with a full list of resulting theses and publications will be available by late 1975 from CLD.)

Parent Involvement Project

Dr. Pascal administered the third and concluding year of a $20,000 annual grant from a private foundation for the Parent Involvement Project at the Montreal Children's Hospital. The project is a program of research and development being conducted in conjunction with the Day Treatment Centre for the Montreal Children's Hospital. The main thrust of the project is to train parents of children with emotional, behavioural, and educational problems to teach and guide their own children. During 1974-75 work was concentrated on preparing video-taped self-instructional materials.

The Helping Process in Social Work Practice

Under the direction of Dr. Shulman, work began under a 3-year, $149,000 (1974-75: $65,000) grant from the Department of National Health and Welfare. A start has been made on developing and testing instruments for analyzing social work interaction with clients and client satisfaction with service. An experimental design involving 118 workers in two child welfare agencies in Montreal and Ottawa was developed to assess the relations between practice patterns and a number of measures of effectiveness. Over 4,000 questionnaires were then mailed out to consumers of the services. As of June 1975, the first results were beginning to come in.

Dr. Shulman also worked on the development of a category observation system for analyzing student-teacher interactions. (see p.22).

A Study of Personalized Computer-Assisted Instruction

Dr. Cartwright and Joseph Kolano, an M.A. student in Educational Psychology, created two parallel sets of computerized unit tests for an Educational Psychology course. One form was straightforward and business-like. The other called students by their names and was relatively informal and friendly. Students taking the more personalized quizzes scored slightly, but statistically significantly, higher on the tests. (Mr. Kolano's thesis is in the Education Library, 3700 McTavish Street.)

A Study of Learning with Individual Response and Feedback in a Group Computer-Assisted Instruction Setting

Dr. Cartwright and Penny Cohen worked together on a project to examine how individuals in a group computer-assisted instruction

setting learned when opportunities for individual response and individual feedback were provided. Mrs. Cohen's thesis is available in the Education Library.

Learning Environments

Dr. Shore, as principal researcher, with Dr. Ronald H. Tali (Educational Administration), Professor Gillian Rejskind (Educational Psychology and Sociology), and Professor Robert Jones (Educational Media Centre) received a $9,000 grant from the Quebec government's FCAC program to study the effects of the organization of learning settings on student outcomes. The first product was a study, carried out with the assistance of Felicity Tallboy, demonstrating that different measures of "openness" of educational programs were not measuring all the same qualities, and that the "openness" of the program was entirely unrelated to the existence or not of classroom walls. (see p. 37.) Dorit Fried studied the contribution of the student-teacher relationship to the learning environment, and Patti Heller is examining the effects of different summer experiences on students' retention of learning between school years. The entire research team has also been involved in the evaluation of a complete school, John Grant High School, set up to cater particularly to educable mentally retarded youngsters, and to their need for a school setting which is not hostile, which is supportive, and an opportunity rather than a dead end. All three of these latter projects will be completed in the next year. The team is also completing reports on the effectiveness of reading stations in inner-city elementary schools and on the effects of alternative organizations of the junior grades in large high schools.

Diagnosis of the Needs and Abilities of Teachers in an Inservice Program

Dr. Donald has pursued the development of a diagnostic system which can be used to aid teachers in the development of their study plans for course and teaching improvement. Originally designed for college teachers in a program of staff development, the project received an FCAC grant of $6,000 this year. Plans for the coming year include the developmental testing of several parts of the diagnostic system with teachers in the Quebec CEGEPS.

Influences on Course Evaluation Results

Dr. Shore and MA student André Levy, with valuable assistance from Drs. Nadeau and Pascal, administered identical course evaluations with different cover information to students in different tutorial sections of large courses, randomly around the room. This was done early in the courses and at the end. The different information concerned the purposes of the evaluation: some were to improve the course, some to judge the professor for promotion, some to prepare a student course guide, and some with no stated purpose. Previous research had studied timing and stated purpose separately. In those studies, students gave higher ratings when results would be used to evaluate the professor for promotion and tenure. Also, early results were very similar to later. Both kinds of studies had ignored the other effects, however, and we suspected interesting interactions, for example, that a "course improvement" aim stated late in the course would not have as much credibility as early, and that the apparent stability of assessments was a function of student understanding of the uses to be made of the results. Our own results are just in and a report should be available late in 1975. This work is part of CLD's validation of the consulting services offered on campus, as well as of general research concern.

Quebec Research Project

After four years of operation the CLD project on Individualizing Instruction, supported by DGES has terminated. A comprehensive report on the project is being prepared and will be available in late 1975 from the Centre.

Publications and Papers

Members of CLD continued to produce scholarly papers and publications. These are listed below by author.

One publication project which occupied a major part of the past year is the preparation of a book, *Scaling the Ivory Tower: The Appraisal of Teaching in Higher Education*, (C. Knapper, senior editor, G. L. Geis, C. E. Pascal, and B. M. Shore, editors), under the sponsorship of the Canadian Association of University Teachers. It will appear in the Autumn of 1975 as the first of a series on important issues in higher education (the second will be on the role of women), published by Clarke-Irwin of Toronto. In addition to the editing, Drs. Donald, Geis, Nadeau, Pascal, and Shore have all authored or co-authored chapters of the book.

Previous publications of CLD can be found in the Publications List available from the CLD Publications Secretary. It should be noted that single copies of publications sponsored by CLD are available free of charge to members of McGill University and at cost to persons and organizations off-campus.

Publications

Cartwright, G. F. A promising innovation: computer-assisted test construction. Learning and Development, 1975, 6(4), 1-4.

Gajewsky, S., & Shore, B. M. Accreditation. Reports in Education, 1974. Whole No. 1.

Gajewsky, S. & Shore, B. M. Class size. Reports in Education, 1974. Whole No. 2.

Goldschmid, M. L., & Shore, B. M. The learning cell: a field test of an educational innovation. In W. A. Verreck, ed., Methodological Problems in Research and Development in Higher Education. Amsterdam: Swets and Zeitlinger B. V., 1974, pp. 218-236.

Leitch, L. J. & Shore, B. M. Learning disabilities. Reports in Education, 1974. Whole No. 3.

Nadeau, G. G. Besoins en personnel professionel scolaire chez les francophones du Nouveau-Brunswick. In The Proceedings, Atlantic Educational Research Council, University of New Brunswick, Faculty of Education, Fredericton, October, 1974.

Nadeau, G. G. Nouveau système d'évaluation et l'enseignement par objectifs. University Affairs, 1974, 15(6), 6-8.

Nadeau, G. G. The content of a course syllabus. In The Proceedings, Atlantic Educational Research Council, University of New Brunswick, Faculty of Education, Fredericton, October 1974.

Pascal, C. E. The student as evaluator. Improving College and University Teaching, 1974, 22(4), 227, 229.

Rogers, J., Geis, G. L., & Pascal, C. E. Rewards in the Classroom: The Consequences of Learning. Montreal: G/P Associates, 1974, 54p.

Shore, B. M. Information for individualizing instruction by elementary and high school teachers. Bulletin of the Canadian Society for the Study of Education, 1975, 2(6), 7-10, (Paper presented at the annual meeting of the Canadian Society for the Study of Education, Toronto, June 1974, invited for publication by the editor.)

Shore, B. M. Instructional development in Canadian higher education. Canadian Journal of Higher Education, 1974, 4, 45-53. (Paper presented at the annual meeting of the Canadian Society for the Study of Higher Education, Toronto, June 1974, invited for publication by the editor.)

Shore, B. M. Moving beyond the course evaluation questionnaire in evaluating university teaching. Canadian Association of University Teachers Bulletin, 1975, 23(4), 7-10.

Shore, B. M. Review of A. L. Sockloff, ed., Proceedings—The First Invitational Conference on Faculty Effectiveness as Evaluated by Students. Philadelphia: The Measurement and Research Centre of Temple University, 1973. Canadian Association of University Teachers Bulletin, 1974, 23(1), 25-26, (At the request of the editor.)

Shore, B. M. The learning society: comments on the Wright Report, Ontario's report on post-secondary education. International Newsletter (of the Society for Research into Higher Education, London), 1974, 5, 1-3.

Tallboy, F. A. & Shore, B. M. Open education. Reports in Education, 1974. Whole No. 4.

Theses

Tallboy, F. A. Measuring open education. Unpublished MA thesis, Department of Educational Psychology and Sociology, McGill University, Montreal, 1974.

Ycas, M. A. Divergent thinking and bilingualism. Unpublished thesis, Department of Psychology, McGill University, Montreal, 1974.

Zussman, D. The convergent-divergent abilities of students and their teachers. Unpublished MA thesis, Department of Psychology, McGill University, Montreal, 1974.

Presentations

Cartwright, G. F. & Derevensky, J. An attitudinal study of computer-assisted testing as a learning method. Paper presented at the annual meeting of the American Educational Research Association, Washington, April 1975.

Donald, J. G. Approaches to collegial learning and teaching. Paper presented at the annual meeting of the Canadian Psychological Association, Windsor, June 1974.

Donald, J. D. & Dychtenberg, A. An evaluation system for modular instruction. Paper presented at the annual meeting of the Canadian Society for the Study of Higher Education, Toronto, June 1974.

Donald, J. G. Staff development: an overview of practices throughout Canada. Invited address to the annual meeting of the Association of Canadian Community Colleges, Winnipeg, November 1974.

Donald, J. G. When pretesting becomes diagnosis: making individualized instruction more personal. Paper presented at the annual meeting of the National Society for Performance and Instruction, Washington, March 1975.

Geis, G. L. What does it all mean: a retrospective. Paper presented at the Second National Conference on Behavior Research and Technology in Higher Education, Atlanta, November 1974, to appear in conference proceedings.

Nadeau, G. G. Attitudes, evaluation and exam practices of faculty in a small university. Paper presented at the annual meeting of the National Council for Measurement in Education, Washington, April 1975.

Nadeau, G. G. Development of the new marking system at the University of Moncton and faculty evaluation practices. Paper presented at the annual meeting of the Canadian Society for the Study of Higher Education, Toronto, June 1974.

Nadeau, G. G. Institutional research data for what decisions: results of a survey of IR practices in Canada, U.S.A., Europe, and Australia. Invited paper presented at the annual meeting of the Association for Institutional Research, St. Louis, May 1975.

Nadeau, G. G. Le développement pédagogique dans l'enseignement collégial et universitaire: problématique, activités et practiques actuelles. Paper presented at the annual meeting of the French Canadian Association for the Advancement of Science, Moncton, May 1975.

Nadeau, G. G. Results of a survey of admission practices in faculties of education in French Canada--summary and a research proposal. Paper presented at the annual meeting of the Canadian Association of Professors of Education, Totonto, June 1974.

Nadeau, G. G. Validity of student ratings of instruction: validity for what purpose and what kind? Invited paper presented as part of a symposium on "Validity of student ratings" at the annual meeting of the American Educational Research Association, Washington, April 1975.

Nadeau, G. G. Variations on the main theme: effective innovations. Paper presented as a discussant at the University of Manitoba Symposium on College Teaching and its Evaluation, Winnipeg, October 1974.

Pascal, E. E. Innovations in higher education: the bad news and the good. Paper presented at the Conference on Improving University Teaching, Heidelberg, Germany, May 1975.

Rioux, J. G., Nadeau, G. G., Long, D. Validité des examens du Ministère de l'Education du Nouveau-Brunswick, les examens de l'école et les tests SACU pour précire les résultats académiques au premier semestre à l'Université de Moncton. Paper presented at the annual meeting of the French Canadian Association for the Advancement of Science, Moncton, May 1975.

Shore, B. M. Discussant at the University of Manitoba Symposium on College Teaching and its Evaluation, Winnipeg, October 1974.

Professional Meetings and Conferences

These conferences were attended by one or more members of our staff. (See "Publications and Papers" for titles of their presentations.)

Canadian Association of Professors of Education, Toronto, June 1974. Dr. Nadeau attended and presented.

Canadian Psychological Association, Windsor, June 1974. Dr. Donald attended and presented. Dr. Shore also attended.

Canadian Society for the Study of Education/Canadian Educational Researchers Association, Toronto, June 1974. Dr. Shore attended and presented. Drs. Donald and Nadeau attended.

Canadian Society for the Study of Higher Education, Toronto, June 1974. Anne Dychtenberg and Drs. Donald, Shore, and Nadeau attended and presented.

International Conference of Physiotherapists, McGill (Montreal) June 1974. Dr. Geis attended.

Computer-Assisted Test Construction Conference, San Diego, October 1974. Dr. Cartwright attended.

Council for Exceptional Children, Ottawa, October 1974. Dr. Shore attended.

Innovations in Higher Education, University of Massachusetts (Amherst), October 1974. Dr. Shulman (with Drs. Cave and Hillgartner) attended.

National Conference on Behavioral Research and Technology in Higher Education, Atlanta, November 1974. Dr. Geis attended as co-chairman of the conference and gave an invited address. Dr. Donald attended.

American Educational Research Association and National Council for Measurement in Education, Washington, April 1975. Dr. Donald attended. Jeff Derevensky and Drs. Cartwright and Nadeau attended and presented. In addition, Dr. Nadeau gave an invited address.

Council on Social Work Education, Chicago, March 1975. Dr. Shulman attended and presented.

National Society for Performance and Instruction, Washington, March 1975. Dr. Donald attended and presented.

Conference on Improving University Teaching, Heidelberg, Germany, May 1975. Dr.Pascal attended and presented.

Seminar on Gifted Children, McGill (Montreal). May 1975. Sponsored by the Kootenay Centre for the Gifted, and supported by the Kootenay Centre, The Canadian Education Association and the McGill University Faculty of Graduate Studies and Research. Co-hosted by Dr. Shore.

State University Conference for Directors of Educational Communications Centers, Plattsburgh, New York, May 1975. Dr. Geis attended and gave an invited address.

In addition to participation and attendance at formal conferences, members of CLD were invited to deliver talks at:

University of Manitoba Symposim on the Evaluation of College Teaching, Winnipeg, October 1974. Drs. Donald, Nadeau and Shore were discussants.

The Association of Canadian Community Colleges, Winnipeg, November 1974. Dr. Donald.

Richelieu Valley Regional School Board, Richelieu, Quebec, January 1975. Dr. Pascal.

University of British Columbia School of Social Work, Vancouver, January 1975. Dr. Shulman.

Carleton University School of Social Work, Ottawa, February 1975. Dr. Shulman.

Concordia University (Loyola campus), Montreal, February 1975. Dr. Shore.

Scarborough College, University of Toronto, February 1975. Dr. Shore.

The Association for Institutional Research, St. Louis, Mo. May 1975. Dr. Nadeau.

Catholic Family and Community Services, Montreal, May 1975. Dr. Shulman.

Notre Dame University, Nelson, British Columbia, May 1975. Dr. Shore.

Membership in Professional Organizations

As part of CLD's goals of investigating new developments, this past year, members participated in the activities of following organizations:

Association for Institutional Research

Canadian Association for Educational Psychology

Canadian Association of Professors of Education

Canadian Association of Schools of Social Work

Canadian Association of University Teachers

Canadian Educational Researchers Association

Canadian Psychological Association

Canadian Society for the Study of Education

Canadian Society for the Study of Higher Education

Corporation of Professional Psychologists of Quebec

Corporation of Social Workers - Quebec

Council for Exceptional Children

French Canadian Association for the Advancement of Science

McGill Association of University Teachers

National Conference on Social Welfare

National Council for Measurement in Education

National Society for Performance and Instruction

Phi Delta Kappa

Psychologists Association of Alberta

Quebec Corporation of Psychologists

Sigma Xi

The Association for the Gifted

The Association for the Gifted - Canada

Teaching By CLD Staff

CLD staff members are involved in a wide range of teaching activities. In addition to such activities as consulting, workshops, and information dissemination in the newsletter, they are responsible for regular formal courses, seminars, and colloquia.

Dr. Cartwright

Educational Psychology 414-208A, The Development of Personality and Social Behaviour in the School-Age Child

Educational Psychology 414-304B, Measurement and Evaluation in Education

Educational Psychology 414-492Y, Psychology and Instructional Design

Educational Psychology 414-500D, Educational Psychology (a general course for students in the 1-year post-degree diploma program)

Educational Psychology 414-603D, Individual Reading Courses

Dr. Donald

College Education 449-581X, Approaches to Collegial Learning and Teaching (an in-service course offered in the certification program for college teachers, comprising the overall introduction and orientation)

Dr. Geis

Educational Psychology 414-341X, General Methods in Special Education

Educational Psychology 414-492A, Psychology and Instructional Design

Dr. Pascal

Educational Psychology 414-646C, Applied Behavioural Analysis

Educational Psychology 414-441C, Behavioural Problems of Exceptional Children

Dr. Shore

Educational Psychology 414-446X, Special Topics in Special Education (a section on Gifted and Talented Children)

College Education 449-583X, Development of a Teaching Schema

College Education 449-585Y, Application of a Teaching Schema

(in-service courses offered in the certification program for College teachers.)

Educational Psychology 414-602D, Uses of Statistics in Educational Procedures (an intermediate statistics and research design course for MA students in Education)

Educational Psychology 414-603D, Individual Reading Courses

Dr. Shulman

Social Work 407-497A, 407-498B, Integrated Practice Seminar -- 3rd year

Social Work -- Tutorial Instruction Methods

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Graduate Studies

CLD staff members supervised the work of numerous graduate students from several Departments in the University. In addition, they have read and evaluated comprehensive examinations in Psychology and Educational Psychology, and served

on advisory committees for several students. Two Doctoral students were directly attached to the Centre during 1974-75. They have been supported through our research grants, a Canada Council Doctoral Fellowship, a scholarship from the Quebec Department of Education, and departmental assistantships, and have had available a unique opportunity on this campus to participate in a wide variety of activities involving the application of theory to educational practice. Both doctoral students, Martynas Ycas and David Zussman, received Ph.D.'s in Psychology in 1974-75.

Development of Ph.D. Opportunities

During 1974-75 CLD and the Department of Educational Psychology and Sociology prepared a series of draft proposals for a Ph.D. program in Educational Psychology. The proposal includes three specializations in a unique, integrated program: (1) Instructional Development, (2) Special Education and (3) School Psychology. The Instructional Development option would be centred primarily at CLD. The specific aims of the Instructional Development concentration are to advance knowledge and practice in the conduct of staff development programs, consulting on instructional problems, initiating, developing, and evaluating instructional programs, and methodological study of the conduct of research on instructional development. Particular attention would be devoted to the work of formal instructional development services (such as CLD) where it is expected that most graduates would likely be employed. All three options would be served by advanced study of developmental psychology, individual differences, human learning, measurement and evaluation, and statistics and research. All three would also include research, apprenticeship, and formal course work. During 1974-75 the proposal was refined and by the end of May 1975 it was at the level of the Executive Committee of the Faculty of Graduate Studies and Research. The Corporation of Professional Psychologists of Quebec is also studying the appropriateness of membership by graduates at the request of the Department.

Master's Degree Students at CLD

During 1974-75, graduate students in Educational Psychology and Physical Therapy conducted their M.A. and M.Sc. thesis research at CLD. As with doctoral students, master's students

have opportunities to apprentice in CLD activities. There is a regular staff and student seminar at the Centre, but there are no formal courses here. All students enroll through cooperating programs in other departments. The most developed contracts are with Educational Psychology and Sociology (where most CLD staff hold cross-appointments) in the M.A. program in Educational Psychology. Enquiries involving affiliation to CLD by master's applicants should be sent to Dr. Shore.

Members of CLD are also proposed as active participants in an M.Ed. in Educational Psychology which is now at the final stages of approval at the Evaluation Committee of the Quebec Council of Universities. This program, intended to begin operation in 1976-77, will be primarily directed at innovating school teachers, and will seek to extend to them expertise in application of results of educational research, design and evaluation of learning and innovative teaching practices, and further study supporting areas of educational psychology. Some of the courses proposed for that degree will likely be of interest to other students seeking skills and knowledge in educational development, and will readily supplement CLD's direct involvement through the teaching assistants' course. Further information is similarly available from CLD (or the Department of Educational Psychology and Sociology).

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ADDITIONAL COPIES

Additional copies of the Annual Report may be obtained from the Publications Secretary at CLD (392-5291). They are available free of charge.